Common Core Crosswalk

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
|-------------------|----------------------------|-----------------------------|----------------------------|---------------------------------|
| Creative Thinkers | CCSS.ELA-Literacy.SL.K.6 | CCSS.ELA-Literacy.SL.1.2 | CCSS.ELA-Literacy.SL.2.1 | CCSS.ELA-Literacy.SL.3.1 |
| (Programming | Speak audibly and express | Ask and answer questions | Participate in | Engage effectively in a range |
| Guide, pg. 34) | thoughts, feelings, and | about key details in a text | collaborative | of collaborative discussions |
| | ideas clearly. | read aloud or information | conversations with | (one-on-one, in groups, and |
| | CCSS.ELA-Literacy.RI.K.1 | presented orally or | diverse partners about | teacher-led) with diverse |
| | With prompting and | through other media. | grade 2 topics and texts | partners on grade 3 topics |
| | support, ask and answer | CCSS.ELA-Literacy.SL.1.3 | with peers and adults in | and texts, building on others' |
| | questions about key | Ask and answer questions | small and larger groups. | ideas and expressing their |
| | details in a text. | about what a speaker | CCSS.ELA-Literacy.SL.2.2 | own clearly. |
| | CCSS.ELA-Literacy.RI.K.2 | says in order to gather | Recount or describe key | CCSS.ELA-Literacy.SL.3.2 |
| | With prompting and | additional information or | ideas or details from a | Determine the main ideas |
| | support, identify the main | clarify something that is | text read aloud or | and supporting details of a |
| | topic and retell key | not understood. | information presented | text read aloud or |
| | details of a text. | CCSS.ELA-Literacy.RI.1.1 | orally or through other | information presented in |
| | CCSS.ELA-Literacy.RI.K.10 | Ask and answer questions | media. | diverse media and formats, |
| | Actively engage in group | about key details in a | CCSS.ELA-Literacy.SL.2.3 | including visually, |
| | reading activities with | text. | Ask and answer questions | quantitatively, and orally. |
| | purpose and | CCSS.ELA-Literacy.RI.1.2 | about what a speaker | CCSS.ELA-Literacy.SL.3.3 Ask |
| | understanding. | Identify the main topic | says in order to clarify | and answer questions about |
| | | and retell key details of a | comprehension, gather | information from a speaker, |
| | | text. | additional information, or | offering appropriate |
| | | CCSS.ELA-Literacy.RI.1.10 | deepen understanding of | elaboration and detail. |
| | | With prompting and | a topic or issue. | CCSS.ELA-Literacy.SL.3.4 |
| | | support, read | CCSS.ELA-Literacy.SL.2.5 | Report on a topic or text, tell |
| | | informational texts | Create audio recordings | a story, or recount an |
| | | appropriately complex for | of stories or poems; add | experience with appropriate |
| | | grade 1. | drawings or other visual | facts and relevant, |
| | | | displays to stories or | descriptive details, speaking |
| | | | recounts of experiences | clearly at an understandable |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
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| | | | when appropriate to | pace. |
| | | | clarify ideas, thoughts, | CCSS.ELA-Literacy.SL.3.5 |
| | | | and feelings. | Create engaging audio |
| | | | CCSS.ELA-Literacy.RI.2.1 | recordings of stories or |
| | | | Ask and answer such | poems that demonstrate |
| | | | questions as who, what, | fluid reading at an |
| | | | where, when, why, and | understandable pace; add |
| | | | how to demonstrate | visual displays when |
| | | | understanding of key | appropriate to emphasize or |
| | | | details in a text. | enhance certain facts or |
| | | | CCSS.ELA-Literacy.RI.2.2 | details. |
| | | | Identify the main topic of | CCSS.ELA-Literacy.RI.3.1 Ask |
| | | | a multiparagraph text as | and answer questions to |
| | | | well as the focus of | demonstrate understanding |
| | | | specific paragraphs within | of a text, referring explicitly |
| | | | the text. | to the text as the basis for |
| | | | CCSS.ELA-Literacy.RI.2.3 | the answers. |
| | | | Describe the connection | CCSS.ELA-Literacy.RI.3.2 |
| | | | between a series of | Determine the main idea of a |
| | | | historical events, | text; recount the key details |
| | | | scientific ideas or | and explain how they |
| | | | concepts, or steps in | support the main idea. |
| | | | technical procedures in a | CCSS.ELA-Literacy.RI.3.3 |
| | | | text. | Describe the relationship |
| | | | CCSS.ELA-Literacy.RI.2.4 | between a series of historical |
| | | | Determine the meaning | events, scientific ideas or |
| | | | of words and phrases in a | concepts, or steps in |
| | | | text relevant to a grade 2 | technical procedures in a |
| | | | topic or subject area. | text, using language that |
| | | | CCSS.ELA-Literacy.RI.2.5 | pertains to time, sequence, |

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|----------|--------------|-------------|---------------------------|---------------------------------|
| | | | Know and use various | and cause/effect. |
| | | | text features (e.g., | CCSS.ELA-Literacy.RI.3.4 |
| | | | captions, bold print, | Determine the meaning of |
| | | | subheadings, glossaries, | general academic and |
| | | | indexes, electronic | domain-specific words and |
| | | | menus, icons) to locate | phrases in a text relevant to |
| | | | key facts or information | a grade 3 topic or subject |
| | | | in a text efficiently. | area. |
| | | | CCSS.ELA-Literacy.RI.2.7 | CCSS.ELA-Literacy.RI.3.5 Use |
| | | | Explain how specific | text features and search |
| | | | images (e.g., a diagram | tools (e.g., key words, |
| | | | showing how a machine | sidebars, hyperlinks) to |
| | | | works) contribute to and | locate information relevant |
| | | | clarify a text. | to a given topic efficiently. |
| | | | CCSS.ELA-Literacy.RI.2.8 | CCSS.ELA-Literacy.RI.3.6 |
| | | | Describe how reasons | Distinguish their own point |
| | | | support specific points | of view from that of the |
| | | | the author makes in a | author of a text. |
| | | | text. | CCSS.ELA-Literacy.RI.3.7 Use |
| | | | CCSS.ELA-Literacy.RI.2.10 | information gained from |
| | | | By the end of the year, | illustrations (e.g., maps, |
| | | | read and comprehend | photographs) and the words |
| | | | informational texts, | in a text to demonstrate |
| | | | including history/social | understanding of the text |
| | | | studies, science, and | (e.g., where, when, why, and |
| | | | technical texts, in the | how key events occur). |
| | | | grades 2-3 text | CCSS.ELA-Literacy.RI.3.10 By |
| | | | complexity band | the end of the year, read and |
| | | | proficiently, with | comprehend informational |
| | | | scaffolding as needed at | texts, including history/social |

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| | | | the high end of the range. | studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |
| Tie-Dye Station | CCSS.ELA-Literacy.W.K.2 | CCSS.ELA-Literacy.W.1.2 | CCSS.ELA-Literacy.W.2.2 | CCSS.ELA-Literacy.W.3.2 |
| Procedural Text | Use a combination of | Write | Write | Write |
| (Programming Guide, pg. 34) | drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| Vocabulary | CCSS.ELA-Literacy.L.K.4 | CCSS.ELA-Literacy.L.1.4 | CCSS.ELA-Literacy.L.2.4 | CCSS.ELA-Literacy.L.3.4 |
| Discussion | Determine or clarify the | Determine or clarify the | Determine or clarify the | Determine or clarify the |
| (Programming | meaning of unknown and | meaning of unknown and | meaning of unknown and | meaning of unknown and |
| Guide, pg. 34) | multiple-meaning words | multiple-meaning words | multiple-meaning words | multiple-meaning word and |
| | and phrases based on | and phrases based on | and phrases based on | phrases based on grade 3 |
| | kindergarten reading and content. | grade 1 reading and content, choosing flexibly | grade 2 reading and content, choosing flexibly | reading and content, choosing flexibly from a |
| | content. | from an array of | from an array of | range of strategies. |
| | | strategies. | strategies. | |

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| Wooly Sheep | CCSS.ELA-Literacy.SL.K.6 | CCSS.ELA-Literacy.SL.1.6 | CCSS.ELA-Literacy.SL.2.6 | CCSS.ELA-Literacy.SL.3.6 |
| Discussion | Speak audibly and express | Produce complete | Produce complete | Speak in complete sentences |
| (Programming | thoughts, feelings, and | sentences when | sentences when | when appropriate to task |
| Guide, pg. 34) | ideas clearly. | appropriate to task and | appropriate to task and | and situation in order to |
| | | situation. (See grade 1 | situation in order to | provide requested detail or |
| | | Language standards 1 and | provide requested detail | clarification. (See grade 3 |
| | | 3 <u>here</u> for specific | or clarification. (See | Language standards 1 and 3 |
| | | expectations.) | grade 2 Language | <u>here</u> for specific |
| | | | standards 1 and 3 here | expectations.) |
| | | | for specific expectations.) | |
| Farm Visit Research | CCSS.ELA-Literacy.W.K.8 | CCSS.ELA-Literacy.W.1.8 | CCSS.ELA-Literacy.W.2.8 | CCSS.ELA-Literacy.W.3.7 |
| Project | With guidance and | With guidance and | Recall information from | Conduct short research |
| (Programming | support from adults, | support from adults, | experiences or gather | projects that build |
| Guide, pg. 35) | recall information from | recall information from | information from | knowledge about a topic. |
| | experiences or gather | experiences or gather | provided sources to | CCSS.ELA-Literacy.W.3.8 |
| | information from | information from | answer a question. | Recall information from |
| | provided sources to | provided sources to | | experiences or gather |
| | answer a question. | answer a question. | | information from print and |
| | | | | digital sources; take brief |
| | | | | notes on sources and sort |
| | | | | evidence into provided |
| | | | | categories. |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
|----------------|----------------------------|------------------------------|--------------------------|------------------------------|
| Compare and | CCSS.ELA-Literacy.RI.K.9 | CCSS.ELA-Literacy.RI.1.9 | CCSS.ELA-Literacy.RI.2.9 | CCSS.ELA-Literacy.RI.3.9 |
| Contrast Texts | With prompting and | Identify basic similarities | Compare and contrast | Compare and contrast the |
| (Programming | support, identify basic | in and differences | the most important | most important points and |
| Guide, pg. 35) | similarities in and | between two texts on the | points presented by two | key details presented in two |
| | differences between two | same topic (e.g., in | texts on the same topic. | texts on the same topic. |
| | texts on the same topic | illustrations, descriptions, | | |
| | (e.g., in illustrations, | or procedures). | | |
| | descriptions, or | | | |
| | procedures). | | | |
| | CCSS.ELA-Literacy.W.K.8 | CCSS.ELA-Literacy.W.1.8 | CCSS.ELA-Literacy.W.2.8 | CCSS.ELA-Literacy.W.3.7 |
| Mural-Research | With guidance and | With guidance and | Recall information from | Conduct short research |
| Project | support from adults, | support from adults, | experiences or gather | projects that build |
| (Programming | recall information from | recall information from | information from | knowledge about a topic. |
| Guide, pg. 35) | experiences or gather | experiences or gather | provided sources to | CCSS.ELA-Literacy.W.3.8 |
| | information from | information from | answer a question. | Recall information from |
| | provided sources to | provided sources to | CCSS.ELA-Literacy.SL.2.5 | experiences or gather |
| | answer a question. | answer a question. | Create audio recordings | information from print and |
| | CCSS.ELA-Literacy.SL.K.5 | CCSS.ELA-Literacy.SL.1.5 | of stories or poems; add | digital sources; take brief |
| | Add drawings or other | Add drawings or other | drawings or other visual | notes on sources and sort |
| | visual displays to | visual displays to | displays to stories or | evidence into provided |
| | descriptions as desired to | descriptions when | recounts of experiences | categories. |
| | provide additional detail. | appropriate to clarify | when appropriate to | CCSS.ELA-Literacy.SL.3.5 |
| | | ideas, thoughts, and | clarify ideas, thoughts, | Create engaging audio |
| | | feelings. | and feelings. | recordings of stories or |
| | | | | poems that demonstrate |
| | | | | fluid reading at an |
| | | | | understandable pace; add |
| | | | | visual displays when |
| | | | | appropriate to emphasize or |
| | | | | enhance certain facts or |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
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| | | | | details. |
| Great About Me | CCSS.ELA-Literacy.W.K.1 | CCSS.ELA-Literacy.W.1.1 | CCSS.ELA-Literacy.W.2.1 | CCSS.ELA-Literacy.W.3.1 |
| Opinion Piece | Use a combination of | Write opinion pieces in | Write opinion pieces in | Write opinion pieces on |
| (Programming | drawing, dictating, and | which they introduce the | which they introduce the | topics or texts, supporting a |
| Guide, pg. 35) | writing to compose | topic or name the book | topic or book they are | point of view with reasons. |
| | opinion pieces in which | they are writing about, | writing about, state an | CCSS.ELA-Literacy.W.3.4 |
| | they tell a reader the | state an opinion, supply a | opinion, supply reasons | With guidance and support |
| | topic or the name of the | reason for the opinion, | that support the opinion, | from adults, produce writing |
| | book they are writing | and provide some sense | use linking words (e.g., | in which the development |
| | about and state an | of closure. | because, and, also) to | and organization are |
| | opinion or preference | CCSS.ELA-Literacy.W.1.5 | connect opinion and | appropriate to task and |
| | about the topic or book | With guidance and | reasons, and provide a | purpose. (Grade-specific |
| | (e.g., My favorite book | support from adults, | concluding statement or | expectations for writing |
| | is). | focus on a topic, respond | section. | types are defined in |
| | CCSS.ELA-Literacy.W.K.5 | to questions and | CCSS.ELA-Literacy.W.2.5 | standards 1–3 above.) |
| | With guidance and | suggestions from peers, | With guidance and | CCSS.ELA-Literacy.W.3.5 |
| | support from adults, | and add details to | support from adults and | With guidance and support |
| | respond to questions and | strengthen writing as | peers, focus on a topic | from peers and adults, |
| | suggestions from peers | needed. | and strengthen writing as | develop and strengthen |
| | and add details to | | needed by revising and | writing as needed by |
| | strengthen writing as | | editing. | planning, revising, and |
| | needed. | | | editing. (Editing for |
| | | | | conventions should |
| | | | | demonstrate command of |
| | | | | Language standards 1-3 up to |
| | | | | and including grade 3 here.) |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
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| Synonym Web | CCSS.ELA-Literacy.L.K.6 | CCSS.ELA-Literacy.L.1.6 | CCSS.ELA-Literacy.L.2.6 | CCSS.ELA-Literacy.L.3.6 |
| (Programming | Use words and phrases | Use words and phrases | Use words and phrases | Acquire and use accurately |
| Guide, pg. 35) | acquired through | acquired through | acquired through | grade-appropriate |
| | conversations, reading | conversations, reading | conversations, reading | conversational, general |
| | and being read to, and | and being read to, and | and being read to, and | academic, and domain- |
| | responding to texts. | responding to texts, | responding to texts, | specific words and phrases, |
| | | including using frequently | including using adjectives | including those that signal |
| | | occurring conjunctions to | and adverbs to describe | spatial and temporal |
| | | signal simple | (e.g., When other kids are | relationships (e.g., After |
| | | relationships (e.g., | happy that makes me | dinner that night we went |
| | | because). | һарру). | looking for them). |
| Problem Solving | CCSS.ELA-Literacy.W.K.8 | CCSS.ELA-Literacy.W.1.8 | CCSS.ELA-Literacy.W.2.8 | CCSS.ELA-Literacy.W.3.8 |
| Sharing | With guidance and | With guidance and | Recall information from | Recall information from |
| (Programming | support from adults, | support from adults, | experiences or gather | experiences or gather |
| Guide, pg. 36) | recall information from | recall information from | information from | information from print and |
| | experiences or gather | experiences or gather | provided sources to | digital sources; take brief |
| | information from | information from | answer a question. | notes on sources and sort |
| | provided sources to | provided sources to | CCSS.ELA-Literacy.SL.2.5 | evidence into provided |
| | answer a question. | answer a question. | Create audio recordings | categories. |
| | CCSS.ELA-Literacy.SL.K.5 | CCSS.ELA-Literacy.SL.1.5 | of stories or poems; add | CCSS.ELA-Literacy.SL.3.5 |
| | Add drawings or other | Add drawings or other | drawings or other visual | Create engaging audio |
| | visual displays to | visual displays to | displays to stories or | recordings of stories or |
| | descriptions as desired to | descriptions when | recounts of experiences | poems that demonstrate |
| | provide additional detail. | appropriate to clarify | when appropriate to | fluid reading at an |
| | | ideas, thoughts, and | clarify ideas, thoughts, | understandable pace; add |
| | | feelings. | and feelings. | visual displays when |
| | | | | appropriate to emphasize or |
| | | | | enhance certain facts or |
| | | | | details. |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
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| Sheep Pen Oral | CCSS.ELA-Literacy.SL.K.5 | CCSS.ELA-Literacy.SL.1.5 | CCSS.ELA-Literacy.SL.2.6 | CCSS.ELA-Literacy.SL.3.6 |
| Language | Add drawings or other | Add drawings or other | Produce complete | Speak in complete sentences |
| Discussion | visual displays to | visual displays to | sentences when | when appropriate to task |
| (Programming | descriptions as desired to | descriptions when | appropriate to task and | and situation in order to |
| Guide, pg. 36) | provide additional detail. | appropriate to clarify | situation in order to | provide requested detail or |
| | | ideas, thoughts, and | provide requested detail | clarification. (See grade 3 |
| | | feelings. | or clarification. (See | Language standards 1 and 3 |
| | | | grade 2 Language | <u>here</u> for specific |
| | | | standards 1 and 3 here | expectations.) |
| | | | for specific expectations.) | |
| Community | CCSS.ELA-Literacy.SL.K.3 | CCSS.ELA-Literacy.SL.1.3 | CCSS.ELA-Literacy.SL.2.3 | CCSS.ELA-Literacy.SL.3.3 Ask |
| Problem Persuasive | Ask and answer questions | Ask and answer questions | Ask and answer questions | and answer questions about |
| Letter | in order to seek help, get | about what a speaker | about what a speaker | information from a speaker, |
| (Programming | information, or clarify | says in order to gather | says in order to clarify | offering appropriate |
| Guide, pg. 36) | something that is not | additional information or | comprehension, gather | elaboration and detail. |
| | understood. | clarify something that is | additional information, or | CCSS.ELA-Literacy.SL.3.4 |
| | CCSS.ELA-Literacy.SL.K.4 | not understood. | deepen understanding of | Report on a topic or text, tell |
| | Describe familiar people, | CCSS.ELA-Literacy.SL.1.4 | a topic or issue. | a story, or recount an |
| | places, things, and events | Describe people, places, | CCSS.ELA-Literacy.SL.2.4 | experience with appropriate |
| | and, with prompting and | things, and events with | Tell a story or recount an | facts and relevant, |
| | support, provide | relevant details, | experience with | descriptive details, speaking |
| | additional detail. | expressing ideas and | appropriate facts and | clearly at an understandable |
| | CCSS.ELA-Literacy.W.K.1 | feelings clearly. | relevant, descriptive | pace. |
| | Use a combination of | CCSS.ELA-Literacy.W.1.1 | details, speaking audibly | CCSS.ELA-Literacy.W.3.1 |
| | drawing, dictating, and | Write opinion pieces in | in coherent sentences. | Write opinion pieces on |
| | writing to compose | which they introduce the | CCSS.ELA-Literacy.W.2.1 | topics or texts, supporting a |
| | opinion pieces in which | topic or name the book | Write opinion pieces in | point of view with reasons. |
| | they tell a reader the | they are writing about, | which they introduce the | |
| | topic or the name of the | state an opinion, supply a | topic or book they are | |
| | book they are writing | reason for the opinion, | writing about, state an | |

| Activity | Kindergarten | First Grade | Second Grade | Third Grade |
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| | about and state an | and provide some sense | opinion, supply reasons | |
| | opinion or preference | of closure. | that support the opinion, | |
| | about the topic or book | | use linking words (e.g., | |
| | (e.g., My favorite book | | because, and, also) to | |
| | is). | | connect opinion and | |
| | | | reasons, and provide a | |
| | | | concluding statement or | |
| | | | section. | |
| Farmer Brown | CCSS.ELA-Literacy.SL.K.1 | CCSS.ELA-Literacy.SL.1.1 | CCSS.ELA-Literacy.SL.2.1 | CCSS.ELA-Literacy.SL.3.1 |
| Discussion | Participate in | Participate in | Participate in | Engage effectively in a range |
| (Programming | collaborative | collaborative | collaborative | of collaborative discussions |
| Guide, pg. 36) | conversations with | conversations with | conversations with | (one-on-one, in groups, and |
| | diverse partners about | diverse partners about | diverse partners about | teacher-led) with diverse |
| | kindergarten topics and | grade 1 topics and texts | grade 2 topics and texts | partners on <i>grade 3 topics</i> |
| | texts with peers and | with peers and adults in | with peers and adults in | and texts, building on others' |
| | adults in small and larger | small and larger groups. | small and larger groups. | ideas and expressing their |
| | groups. | CCSS.ELA-Literacy.SL.1.3 | CCSS.ELA-Literacy.SL.2.3 | own clearly. |
| | | Ask and answer questions | Ask and answer questions | CCSS.ELA-Literacy.SL.3.3 Ask |
| | | about what a speaker | about what a speaker | and answer questions about |
| | | says in order to gather | says in order to clarify | information from a speaker, |
| | | additional information or | comprehension, gather | offering appropriate |
| | | clarify something that is | additional information, or | elaboration and detail. |
| | | not understood. | deepen understanding of | |
| | | | a topic or issue. | |